



CURRICULUM HANDBOOK

Year 8

2024 - 2025

ESTABLISHING
LEADERSHIP



مدرسة جيمس متروبول
GEMS Metropole School
MOTOR CITY

GEMS
EDUCATION



INTRODUCTION

Dear Parents and Students,

Assalamu alaikum and Welcome.

At Metropole School, we believe in fostering a nurturing and inclusive learning environment that enables our students to grow academically, socially, emotionally, and athletically.

We provide a world class education from Foundation Stage 1 (age 3) to Year 13 (age 18), offering a variety of GCSE, A-Level and BTEC qualifications. Our hybrid model includes a blend of UK National curriculum and Ministry of Education subjects such as Arabic, Islamic Studies, Social Studies, and Moral Education, helping students receive a globally recognized offering whilst maintaining a commitment to local heritage, language, and values.



This booklet provides a broad overview of your child's learning journey at Metropole School this academic year. It is an important tool for developing and maintaining our partnership with you. The more informed you are about your child's progress and learning, the better you can support and enhance their development.

Active School: Years 7-9 (Aged 11-14)

The Active School, also known as Prep School, is the third phase of education in our students' Metropole Journey, covering Years 7-9. In the Active School, we cultivate well-rounded students who excel academically, athletically, creatively, and as active members of their community. Our comprehensive curriculum is designed to foster Active Minds, Active Bodies, and Active Citizens.

Our educational approach is practical, student-led, and enquiry-based, encouraging challenge and critical thinking. We pride ourselves on achieving High Performance Learning (HPL) World Class Status, reflecting our commitment to excellence. Our "Every Second Counts" ethos ensures that learning is maximized and meaningful. The Learning to Lead program focuses on developing essential skills, empowering students to take initiative and lead with confidence. Through Student Led Conferences, learners take ownership of their progress and set goals for their future development.



INTRODUCTION *continued*

Students study UK National Curriculum subjects, including English, Maths, Science, ICT/Computer Science, Art, Drama, Music, Dance, History, Geography, Modern Foreign Languages, MSC (Moral, Social and Cultural) and Physical Education. Additionally, they learn Arabic and Islamic Studies (for our Muslim students). For Non-Muslim students we deliver Learning to Lead, which is a skills-based lesson. Our enrichment programs offer opportunities for students to develop their interests and abilities.

We are committed to growing leaders at Metropole School. Our curriculum provides ample opportunities for students to develop leadership skills and gain related accreditations. Throughout the Active and Futures schools, students are encouraged to establish their leadership and embrace leadership opportunities.

I look forward to a year filled with exciting learning opportunities, memorable experiences, and remarkable achievements. Together, let us make this academic year at Metropole School truly exceptional.

Yours sincerely,

Mr. Sean Dennis
Head of Prep School



SECONDARY LEADERSHIP TEAM



Mr. Sean Dennis
Head of Prep



Mr. Neil Pouney
Head of Senior



Ms. Sinead McElhone
Deputy Headteacher



Ms. Kelly Lohe
Deputy Headteacher



Mr. Greig Barnes
Assistant Headteacher



Mr. Simon Humphreys
Assistant Headteacher



Mr. Martin Boother
Assistant Headteacher



Mr. Joseph Gannon
Assistant Headteacher



WELCOME FROM THE HEAD OF YEAR 8

Dear Year 8 Students / Parents,

Welcome back to the new academic year. I hope you all enjoyed a fantastic summer break and are returning to school well rested and excited for the opportunities and challenges that Year 8 will bring. Having taught many of you over the past two years and through my role as a Year 7 lead teacher, I have had the pleasure of overseeing your incredible achievements and successes. This year, I am very much looking forward to supporting and guiding your continued development, both personally and academically, as we continue our journey together in the Prep School. To those who will be joining us as new students this year, I can assure you that you will be warmly welcomed into a fantastic year group and a highly supportive community here in MTS.

Year 8 will provide constant opportunities to delve deeper into the subjects you enjoyed last year whilst also challenging you to achieve your very best. I encourage you to embrace new challenges, be resilient in the face of difficulties and aim high in the targets and goals you set yourself. With a positive and focused attitude to learning I am confident that you will progress through the year feeling more confident and, ultimately, proud of your achievements by the time next summer arrives.

At GEMS Metropole not only do we offer an excellent education delivered by experienced subject teachers, we also take great pride in fostering a nurturing and inclusive community. We hope to see you thriving in each of your lessons and we recognise the importance of caring for your wellbeing to ensure you maximise your potential. In my role and in collaboration with the wider pastoral team, I am committed to promoting a positive, welcoming and friendly environment in which you feel confident, safe, happy and healthy when you arrive to school each morning. With your support, we can work together to encourage a strong sense of belonging and community within our lovely year group. As you embark on your second year in the Active School, I encourage you to take advantage of the countless extra-curricular activities and leadership opportunities which will support your holistic growth, help you to develop new skills, build valuable friendships and have fun along the way.

Whilst I am very much looking forward to spending time with our Year 8 students, I am equally passionate about building a strong rapport with you, as parents. As a teacher and Head of Year, I greatly appreciate the support we receive from home to develop a collaborative partnership which has the best interests of our students at the forefront of all that we do.

Best of luck for the year ahead and this exciting next step in your MTS journey.
We will be there to support you every step of the way!

Best regards,

Ms. Olivia Parr
Head of Year 8



STUDENT LEADERSHIP

Student Leadership is visible in all aspects of Metropole life. It is embedded within our curriculum and there are many opportunities to develop personal leadership skills within various leadership roles and our broad skills programme.

At GEMS Metropole School, we provide all students with the opportunity to *Discover Leadership*. We believe that student leadership develops confidence, resilience and responsibility. Through a wide-ranging leadership programmes, our students are becoming creative thinkers, problem solvers and more effective communicators, which is an integral part of lifelong learning.

We have student leaders across all phases of the school, representing key areas such as;

Wellbeing

Eco

Global Cultural Leaders

Curriculum

Innovation

Girls Up Committee

Incorporating Student Voice

Student leadership without student voice is not effective. Student voice is important in student leadership programme in two ways.

Firstly, those students holding positions of leadership should be able to speak openly to key members of staff in the school in order to discuss ideas and strategies they would like to initiate.

Secondly, student leadership programmes should include a student voice structure that reaches all students in the student body. In this way student leaders represent the student body as well as carry out key roles in the school. This in turn provides the student leaders with credibility and students with representation.



Mr. Simon Humphreys
Student Leadership Strategic Lead



STUDENT WELLBEING

At GEMS Metropole School, we are committed to promoting and supporting the positive mental health and wellbeing of our students. We recognise that mental health and emotional wellbeing is just as important as physical health. Individuals are better prepared for a happier fulfilled life when they are healthy, safe and thriving.

GEMS Metropole School supports the UAE vision for wellbeing by sharing the following vision:

'We are proactive in promoting wellbeing, allowing us all to personally thrive'.

This vision is based on a proactive, positive psychology model, reinforced through the PERMAH framework allowing our community to build their personal sense of happiness and wellbeing, rather than a reactive only approach.



Across the school we achieve this through LEAD time, assemblies, happiness rooms, pastoral curriculum, school events, Metropole Mustangs, School Farm and through the 4-schools model we have here at GEMS Metropole.



Students from Year 3 to Year 13 benefit from the innovative YouHQ digital wellbeing platform. This platform teaches essential life skills, empowering students to make positive impacts on their physical and mental wellbeing



Ms. Ashleigh Mackissack
Student Wellbeing Agency &
Experiences Coordinator



ACADEMIC AND PASTORAL CONCERNS

At Metropole School, we always like to hear from the parents of the students we teach. In order for us to deal with any comments, concerns or questions quickly and effectively, please direct these to the relevant members of staff as listed below.

Academic Concerns: Any academic concerns about your child's progress should, as a first point of call, be shared with your child's LEAD Teacher. Broader questions about how the curriculum is organised should be addressed to the Heads of Department, or the class teachers of your son/daughter. Email addresses will be shared on GEMS Connect.

Subject	Head of Department
English	Sarah Halforty
Maths	Emma Flanagan
Science	Stuart Wilson
Physical Education	Gary Saunt
Islamic Studies (Muslim students)	Nofa Alqra
Arabic A	Nofa Alqra
Arabic B	Rima Wehbi
Humanities (History, Geography)	Sarah Burns
Modern Foreign Languages	Charlotte Curtis
ICT & Computing	Sharna Lynn Yarde
Art	Helen O'Donovan
Performing Arts (Drama, Music, Dance)	Helen Kermath
Learning to Lead (Non-Muslim students)	Sinead McElhone
Moral, Social, and Cultural Studies (MSC)	Sarah Burns
Extra-curricular Activities	Simon Humphreys (Prep) Joseph Gannon (Seniors)

Pastoral Concerns: Should you have concerns that do not relate to an academic matter, please contact your son/daughter's Head of Year

Heads of Year & Assistant Heads of Year			
The Prep School			
Head of Year 7	Vanessa White	Assistant Head of Year 7	Laura McKechnie
Head of Year 8	Olivia Parr	Assistant Head of Year 8	Jack Austin
Head of Year 9	Serena Walker	Assistant Head of Year 9	TBC
The Senior School			
Head of Year 10	Samuel Heald	Assistant Head of Year 10	Gavin Warke
Head of Year 11	Lorraine De Souza	Assistant Head of Year 11	Ruhksana Saleem
Head of Year 12 & 13	Sarah Winn & Chris Waldron		



CURRICULUM OVERVIEW

Here you will find a summary of the subjects which Year 8 students study, along with the time allocated on a weekly basis.

Subject	Lesson Per Week	Time Allocated Minutes
English	4	240
Maths	4	240
Science	4	240
Physical Education & Active Leaders	3	180
Islamic Studies (Muslim students)/ Learning to Lead (Non-Muslim students)	1	80
Arabic	3	160
Geography	1	60
History	1	60
Modern Foreign Languages: French/Spanish	2	120
ICT	1	60
Art	1	60
Performing Arts (Drama, Music, Dance) - rotation	2	120
Moral, Social & Cultural Studies (MSC)	1	60



ENGLISH

The curriculum for English at Metropole is centered on the UK National Curriculum for England and adapted to meet the needs of our international students. Our broad and balanced curriculum offering ensures that students are fully immersed in the knowledge, vocabulary and experiences relevant to the world in which we live.

Year 8 students will have four hours of English per week, with lessons that provide them with opportunities to communicate and comprehend the English language in a wide variety of forms. These lessons will focus on the development of students' reading, writing and oral skills, building on the Year 7 programme of study. One lesson a week is a dedicated reading lesson.

Students will hone their analytical and evaluative skills, exploring writer's craft through a variety of engaging and increasingly challenging texts ranging from Shakespeare's *Romeo and Juliet* to 21st Century 'Travellers' Tales.' They will also further develop their skills as writers, honing their ability to craft ideas for a wide range of purposes and audiences.

How will students reading and writing skills be assessed?

A matrix of assessment is utilised in the subject to allow students to view their progress across the year. The assessment objectives and grades have been mapped out inline with Pearson Edexcel English Language GCSE to allow for a smooth transition into KS4.

Reading:

AO1 – read and understand a variety of texts, selecting and interpreting information, ideas and perspectives.

AO2 – understand and analyse how writers use linguistic and structural devices to achieve their effects.

AO3 – explore links and connections between writers' ideas and perspectives, as well as how these are conveyed.

Writing:

AO4 – communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences.

AO5 – write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.

Useful Websites:

- <https://senecalearning.com/en-GB/>



MATHEMATICS

In Year 8, students follow the UK National Curriculum for England. Students will learn a variety of topics that lay the foundation for the IGCSE in Mathematics. In Year 8 Mathematics there is a focus on Mastery, each topic is studied for a longer period of time so students can explore in greater depth and truly master their numeracy skills. To supplement this work, students will also work on functional skills tasks, which apply mathematics in everyday situations and work on student's problem-solving skills.

COURSE OVERVIEW

	Term 1	Term 2	Term 3
Content	<ul style="list-style-type: none"> • Number Sense • Ratio and scale • Multiplicative change • Multiplying and dividing fractions • Brackets, equations and inequalities • Angles • Working in the Cartesian plane 	<ul style="list-style-type: none"> • Sequences • Working in the Cartesian plane • Handling data • Fractions and percentages • Indices • Standard index form • Area 	<ul style="list-style-type: none"> • Probability • Representing data • Measures of location and spread • Reflections
Assessment	Written assessment at the end of term 1 covering all topics from term 1	Written assessment at the end of term 2 covering all topics studied from term 1 and 2	Written assessment at the end of term 2 covering all topics studied from term 1, 2 and 3.

Useful Websites:

- www.khanacademy.org
- www.hegartymaths.com
- www.bbc.com/education/subjects/zqhs34j
- www.corbettmaths.com



SCIENCE

Welcome to Year 8 Science! This course is designed to build upon the foundations you established in Year 7 and prepare you for your journey towards AQA GCSE Science. Our aim is to develop your understanding of key scientific principles and to enhance your practical and investigative skills.

COURSE OVERVIEW

	Term 1: Biology	Term 2: Chemistry	Term 3: Physics
Content	<ul style="list-style-type: none"> ➤ Unit 1: Cells and Organization <ul style="list-style-type: none"> • Key Concepts: Cell structure and function, specialization, and the organization of cells into tissues and organs. • Activities: Microscopy, cell modeling, and exploring plant and animal cells. ➤ Unit 2: Reproduction and Inheritance <ul style="list-style-type: none"> • Key Concepts: Human reproductive systems, fertilization, pregnancy, and the basics of genetics. • Activities: Modeling inheritance patterns, understanding DNA, and exploring genetic traits. 	<ul style="list-style-type: none"> ➤ Unit 3: The Periodic Table <ul style="list-style-type: none"> • Key Concepts: Elements, compounds, and the layout of the periodic table. • Activities: Exploring the properties of elements, constructing a periodic table, and performing chemical reactions. ➤ Unit 4: Chemical Reactions <ul style="list-style-type: none"> • Key Concepts: Types of chemical reactions, conservation of mass, and reaction rates. • Activities: Conducting experiments on acids and bases, exploring combustion, and investigating reaction rates. 	<ul style="list-style-type: none"> ➤ Unit 5: Forces and Motion <ul style="list-style-type: none"> • Key Concepts: Types of forces, speed, velocity, and acceleration. • Activities: Investigating the effects of different forces, conducting experiments on motion, and exploring Newton's laws of motion. ➤ Unit 6: Energy <ul style="list-style-type: none"> • Key Concepts: Forms of energy, energy transfer, and conservation of energy. • Activities: Experimenting with different forms of energy, exploring energy efficiency, and understanding energy resources.
Assessment	<ul style="list-style-type: none"> • Your progress will be assessed through a combination of: • Classwork and Homework: Regular assignments to reinforce learning. • Practical Assessments: Evaluations of your practical skills and understanding of experiments. • End-of-Term Tests: Tests at the end of each term to assess your understanding of the key concepts covered. 		



SCIENCE *continued*

Practical Skill Development

- Throughout the year, you will engage in various practical activities designed to enhance your scientific skills. These will include:
 - Planning and conducting experiments: Learning to design and carry out scientific investigations.
 - Recording and analyzing data: Developing skills in data collection, interpretation, and presentation.
 - Evaluating evidence: Learning to critically assess scientific information and draw conclusions.

Enrichment Opportunities

- To broaden your scientific knowledge and experience, you will have opportunities to participate in:
 - Science Clubs: Engaging in additional experiments and projects.
 - Field Trips: Visiting scientific institutions and nature reserves.
 - Guest Speakers: Interacting with scientists and professionals from various fields.

Useful Websites:

- <http://www.educationquizzes.com/ks3/science/>
- https://www.cgpbooks.co.uk/interactive_ks3_science
- <http://www.bbc.co.uk/education/subjects/zng4d2p>
- <https://www.thenational.academy/> (full lessons)
- <https://senecalearning.com/en-GB/> (make your login and revise)
- https://keystagewiki.com/index.php/Science_Key_Stage_3 (scientific inquiry and theory support)



PHYSICAL EDUCATION

Students in Year 8 will continue experiencing a broad and creative curriculum that has been thoroughly mapped so experiences and prior learning can continue to be built and further developed. All teaching staff to empower students to lead a healthy, active lifestyle, providing opportunities for all to compete in sport and other activities, in turn building character including values such as fairness and respect.

Basic GCSE Physical Education concepts and theories will also be addressed throughout the various units of work allowing students to develop the knowledge and skills to be physically active and healthy in later life. Our curriculum will promote a love of physical activity and the confidence to participate. In addition, students will be able to evaluate their own health and fitness levels using data effectively and implement effective programs to further enhance their ability levels.

In line with the GEMS Metropole Active School vision, Physical Education and Sport is embedding student's leadership within the curriculum. This will help students to develop their skills and qualities associated with leadership such as communication, confidence and organisation.

In addition, students will be receiving a third hour of sport that will place emphasis on a bespoke curriculum tailored to give students an opportunity to develop their specialism. There will also be a new approach that students will receive a unit of work from a Strength and Conditioning and Sport Nutritionist.

COURSE OVERVIEW

Throughout the year all students will rotate through the following Sports	
Content	Basketball, Fitness and the body/Strength and Conditioning, Football, Swimming, Athletics, Striking and Fielding, Badminton, Handball, Gymnastics, Table Tennis, Nutrition.
Assessment	Formative practical assessment will take place throughout each unit of sport being studied.

Useful Websites:

- <http://www.bbc.co.uk/education/subjects/znyb4wx>
- <http://news.bbc.co.uk/sport2/hi/academy/default.stm>
- <http://www.nhs.uk/change4life/Pages/change-for-life.aspx>

ISLAMIC STUDIES

يقوم منهاج الصف الثامن على العديد من المحاور الإسلامية والتي تمكن الطالب بأن يكون مُلمًا بتعاليم الإسلام، ولديه وعيٌ حقيقيٌ بدينه وقيمه وثقافته الأصيلة، احتوى كتاب التربية الإسلامية على محاور تضمن للطالب تحقيق معرفة قوية ونضج حقيقي يليق به كمسلم، وقد جاء ذلك تفصيلاً كالتالي :

COURSE OVERVIEW

	Term 1		Term 2		Term 3	
	Term 1A	Term 1B	Term 2A	Term 2B	Term 3A	Term 3B
محور الوحي الإلهي	حفظ وتفسير المعاني العامة لآيات من القرآن الكريم (سورة ق ١-١٥).	حفظ وتفسير المعاني العامة لآيات من القرآن الكريم (سورة ق ١٥-٢٣).	حفظ الآيات الكريمة من سورة (سورة ق)، مع آداب التلاوة وقواعد التجويد،	حفظ الآيات الكريمة من سورة (ق)، مع آداب التلاوة وقواعد التجويد،	حفظ الآيات الكريمة من سورة (الرحمن)، مع آداب التلاوة وقواعد التجويد،	التواضع
محور السنة النبوية	وصف غزوة الأحزاب،	استخلاص مواقف حرص النبي صلى الله عليه وسلم على حقن الدماء وتعزيز السلام من خلال غزوة الأحزاب	جوانب من حياة الإمام أبي حنيفة، وبعض الدروس والعبر المستفادة من سيرة الإمام أبي حنيفة.	جوانب من حياة الإمام أبي حنيفة، وبعض الدروس والعبر المستفادة من سيرة الإمام أبي حنيفة.	كفالة اليتيم	
محور قيم الإسلام وآدابه	أثر مراقبة الله تعالى على السلوك	أثر مراقبة الله تعالى على السلوك	قيمة التسامح في معاملاته وعلاقاته الإنسانية	قيمة التسامح في معاملاته وعلاقاته الإنسانية	صلاة الضحي والليل	
محور أحكام الإسلام ومقاصدها	حكام الرخص في الطهارة والصلاة (التيمم) ومقاصدها الشرعية.	حكام الرخص في الطهارة والصلاة (التيمم) ومقاصدها الشرعية.	أنواع صلاة التطوع وأثرها في حياة المسلم.	أنواع صلاة التطوع وأثرها في حياة المسلم.		
محور العقيدة	أدلة وحدانية الله تعالى	أدلة وحدانية الله تعالى،	أدلة وحدانية الله تعالى	أدلة وحدانية الله تعالى		
Assessment	سيتم تقييم الطلبة مرتين في كل فصل دراسي، حيث يجري الطلبة اختبارات قصيرة في منتصف الفصل الدراسي، و في نهاية الفصل الدراسي يجري الطلبة اختبار في مادة التربية الإسلامية يغطي محاور المادة الستة.					

Useful Websites:

- www.serai-uae.com
- www.twinkl.ae/resources/home-key-stage-1-subjects/religion/islam-religion
- www.youtube.com/c/saudwesara
- www.youtube.com/c/One4kids-Zaky

ARABIC A

يقوم منهاج الصف الثامن على المهارات والمفاهيم التالية: المهارات اللغوية من خلال تفاعل الطلبة الواعي مع مضامين النصوص وأفكارها، ويكونون شركاء فاعلين في عملية التعليم والتعلم، ولا يقتصر دورهم على التلقي السلبي فقط، والمنهاج مُقسم إلى ثلاثة فصول، في كل فصل ستة أقسام وهي:

مهارة القراءة: يقرأ الطالب المواد المقررة ويفهمها، ويُظهر القدرة على تحديد الأفكار والحجج ووجهات النظر في النصوص والربط بينها مستخدمًا معرفته ببنية النص، ويقرأ بالإضافة إلى النصوص المقررة نصًّا أخرى إضافية لتطوير لغته وتعزيز مهاراته القرائية وربطها بالكتاب المكتوب باللغة العربية.

مهارة الكتابة: يقوم الطالب بالتعرف على كيفية كتابة التعبير "الإبداعي والوظيفي" مثل: القصص وكتابة النصوص الإقناعية والمقالات والسير.

المفاهيم البلاغية: يتعرف الطالب المفاهيم البلاغية المناسبة للمرحلة (التشبيه، والأغراض البلاغية للجمل الإنشائية والخبرية،) ويتذوق جمالياتها ويستخدمها في التعبير.

المفاهيم النحوية والصرفية: يتعرف الطالب مفاهيم جديدة مثل (علامات إعراب الاسم الأصلية والفرعية، العدد والمعدود، إعراب المثنى وجمع المذكر السالم والأسماء الخمسة)

مهارة الاستماع: حيث يصني الطالب للنصوص المسموعة ويظهر فهمًا لها ويميز أفكارها ويحللها ويستخلص منها المبادئ والقيم ويقيم النص وفق معايير محددة ويلتزم آداب الاستماع.

مهارة التحدث: يُظهر الطالب فهمه وقدرته على المحادثة، كالطلاقة والثقة وتنظيم الأفكار والوضوح واستخدام عناصر اللغة المحاذية مثل: التنغيم، والنبر، والإيماء، والإشارات...، ويشترك بفعالية في عروض رسمية كالخطب والمناقشات العلنية والمناظرات، كما يستخدم مهارة المحادثة لأغراض متنوعة كطرح الأسئلة وتبادل المعلومات وإعادة صياغة المسموع أو سرد قصة وتقديم عروض مختلفة.

COURSE OVERVIEW

	Term 1A	Term 1B	نواتج التعلّم
Term 1 Content	الموضوعات: "مهارة القراءة" شعر: قصيدة (الامية الطغراني) قصة (الضحك آخر الليل) نص معلوماتي (تاريخ التدفئة) الموضوعات: "مهارة التحدث والاستماع" الاستماع: "قمحة في حجم بيضة" المحادثة: تقديم عرض حول الأسواق. اللغة (النحو والبلاغة): علامات إعراب الاسم الأصلية والفرعية الأغراض البلاغية للجمل الكتابة الإبداعية: السيرة الذاتية النص السردى (وصف الشخصية) النص التفسيري الاستجابة الأدبية النص الإقناعي	الموضوعات: "مهارة القراءة" قصيدة "قوة العلم" أسواق شعبية من العالم مرض الورق قصيدة (إشراقه وطن) حسون الحواي الموضوعات: "مهارة التحدث والاستماع" نص استماع: "عالم الطبايع بين القديم والحديث" المحادثة: العمل التطوعي اللغة (النحو والبلاغة): الجملة والتركيب إعراب المثنى وجمع المذكر السالم التشبيه التام الكتابة الإبداعية: الاستجابة الأدبية النص التفسيري النص الإقناعي	يبين المعنى الإجمالي للنص الشعري، موضخًا الفكر الرئيسة والجزئية والتفاصيل. يفسر المتعلم كلمات النص الشعري، مستنتجًا الدلالات التعبيرية (الإيحائية والمجازية) فيه. يحدد المتعلم الخصائص الفنية التي تميز الرواية من القصة القصيرة والمسرحية وفن السيرة، موضخًا ما يميز به كل نوع. يحدد المتعلم الفكر الرئيسة للنص بعد تحليله المعلومات الصريحة والضمنية، مستشهدًا بمصادر متعددة من الأدلة التي تدعم تحليله، مثل (إحصاءات وأرقام، ومواقف). يفسّر المتعلم الكلمات مستعينًا بسياقها ومرادفاتها وأضدادها ومحيطها اللغوي. يحدد المتعلم الفكر الرئيسة للنص بعد تحليله المعلومات الصريحة والضمنية، مستشهدًا بمصادر متعددة من الأدلة التي تدعم تحليله، مثل (إحصاءات وأرقام، ومواقف). يحلل المتعلم النص لتحديد وجهة نظر المؤلف، وكيف يميز المؤلف وجهة نظره من وجهة نظر الشخصيات من خلال ردود فعلها على الحدث نفسه. يبين المعنى الإجمالي للنص الشعري، موضخًا الفكر الرئيسة والجزئية فيه. يفسر المتعلم كلمات النص الشعري، مستنتجًا الدلالات التعبيرية (الإيحائية) فيه. يستوعب المادة المسموعة قصة واقعية أو خيالية، أو مقال ويقوم مصداقية الشخصيات، والحجج، وتنظيم الفكر أو الأحداث، والأسلوب من خلال أحكام مدعومة بأدلة مقنعة. يقدم عرضًا شفويًا إقناعيًا عن ظاهرة أو مشكلة يعرض فيه الأسباب والنتائج، مقترحًا حلًا أو أكثر. يتعرف علامات إعراب الاسم الأصلية والفرعية في الجمل الاسمية والفعلية. يتعرف المتعلم الأغراض البلاغية للأسلوب (الأمر، النهي، الاستفهام). يقارن المتعلم بين الجمل والتركييب. يتعرف المتعلم إعراب المثنى وجمع المذكر السالم. يتعرف المتعلم التشبيه التام وينتجه في جمل من إنشائه. يكتب سطرًا غبرية أو ذاتية ونصوصًا سردية أخرى مطبقًا استراتيجيات السرد والحوار، والوصف (فيزيائي مادي)، وصف الخلفية، المقارنة بين الشخصيات. يكتب المتعلم نصوصًا تفسيرية (إيضاحية) (وصف، شرح، مقارنة ومقابلة، ومشكلة وحل) ليعرض وجهة نظره في القضية التي تناولها مقدمًا أدلة مقنعة. يكتب المتعلم استجابات، ونفاعلات شخصية مع النصوص الأدبية التي يقرأها، مظهرًا في قراءته تفسيرًا وتأملاً في أبعاد النص منطقيًا تفسيره عن أفكار محددة، أو شخصية، أو سؤال أو إشكالية. يكتب نصوصًا إقناعية، يقدم وجهة نظره في قضية بالأدلة والأمثلة من مصادر مختلفة: الكتب، الخبرة الشخصية، تجارب الآخرين.

ARABIC A *continued*

Term 2A	Term 2B	نواتج التعلّم
الموضوعات: "مهاره القراءة" النص الأدبي " القول ما قالت حزام". شعر: أمل وتفاؤل نص معلوماتي (برج خليفة) الموضوعات: "مهاره التحدث والاستماع"	الموضوعات: "مهاره القراءة" النص الأدبي " القول ما قالت حزام". نص معلوماتي : طائر القطا" النص الأدبي "عصفور السيدة بيرونيه" الموضوعات: "مهاره التحدث والاستماع" الاستماع: أكلت يوم أكل الثور الأبيض. محادثة: الأمثال بين الحكمة والقصة.	يبين المعنى الإجمالي للنص الشعري، موضحاً الفكر الرئيسة والجزئية والتفاصيل. يفسر المتعلم كلمات النص الشعري، مستنتجاً الدلالات التعبيرية (الإيحائية والمجازية) فيه. يحدد المتعلم الخصائص الفنية التي تميز الرواية من القصة القصيرة والمسرحية وفن السيرة، موضحاً ما يتميز به كل نوع. يحدد المتعلم الفكر الرئيسة للنص بعد تحليله المعلومات الصريحة والضمنية، مستشهداً بمصادر متعددة من الأدلة التي تدعم تحليله، مثل (إحصاءات وأرقام، ... ومواقف). يفسر المتعلم الكلمات مستعيناً بسياقها ومرادفاتها وأضدادها ومحيطها اللغوي. يحدد المتعلم الفكر الرئيسة للنص بعد تحليله المعلومات الصريحة والضمنية، مستشهداً بمصادر متعددة من الأدلة التي تدعم تحليله، مثل (إحصاءات وأرقام، ... ومواقف). يحدد المتعلم الخصائص الفنية التي تميز الرواية من القصة القصيرة والمسرحية وفن السيرة، موضحاً ما يتميز به كل نوع. يحلل المتعلم النص لتحديد وجهة نظر المؤلف، وكيف يميز المؤلف وجهة نظره من وجهة نظر الشخصيات من خلال ردود فعلها على الحدث نفسه. يبين المعنى الإجمالي للنص الشعري، موضحاً الفكر الرئيسة والجزئية فيه. يفسر المتعلم كلمات النص الشعري، مستنتجاً الدلالات التعبيرية (الإيحائية) فيه. يعلم المتعلم استخدام اللغة المجازية والمعاني الدلالية للكلمات والعبارات المستخدمة في النص الأدبي، واصبغاً كيف تؤثر هذه اللغة على النص. يقارن بين نصين أدبيين (قديم وحديث) يشتركان في موضوع واحد من حيث اللغة 2.1.2.2G7 والأسلوب. -يستوعب المادة المسموعة قصة واقعية أو خيالية، أو مقال ويقوم مصداقية الشخصيات والحجج، وتنظيم الفكر أو الأحداث، والأسلوب من خلال أحكام مدعومة بأدلة مقنعة. -يقدم عرضاً شفوياً إقناعياً عن ظاهرة أو مشكلة يعرض فيها الأسباب والنتائج، مقترحاً حلاً أو أكثر. يتعرف المتعلم أحوال العدد مع المعدود من (1-10) مراعيًا أحوالهما في التوظيف. 2.2.2.6G7 يتعرف التشبيه الممثل والمفضل، موضحاً مواطن الجمال، وينتجها في جمل 1.1.5.6G8. من إنشائه. يتعرف ضمائر النصب المتصلة 6.2.2.5G7. يتعرف المتعلم الأغراض البلاغية للأسلوب الإنشائي (الأمر، النهي، الاستفهام). يتعرف المتعلم الحال مفردة وجملة وشبه جملة ويعربها ويوظفها في مواقف 6.2.2.6.1G8. حياتية. يتعرف المفعول له، ويعربه إعراباً صحيحاً، ويوظفه في كتاباته. يكتب المتعلم نصوصاً سردية تتضمن حبكة، وإطاراً زمانياً ومكانياً، مختاراً وجهة 1.4.2.4G6 نظر مناسبة للقصة، مضمناً نصه تفاصيل حسية باستخدام تقنيات (الحوار والسرد والوصف) - يكتب المتعلم نصوصاً تفسيرية (إيضاحية) (وصف، شرح، مقارنة ومقابلة، ومشكلة وحل؛ ليعرض وجهة نظره في القضية التي تناولها مقدماً أدلة مقنعة. - يكتب المتعلم استجابات، وتفاعلات شخصية مع النصوص الأدبية التي يقرأها، مظهرًا في قراءته تفسيراً وتأملاً في أبعاد النص منظماً تفسيره عن أفكار محددة، أو شخصية، أو سؤال أو إشكالية. -يكتب نصوصاً إقناعية، يقدم وجهة نظره في قضية بالأدلة والأمثلة من مصادر مختلفة: الكتب، الخبرة الشخصية، تجارب الآخرين.
اللغة (النحو والبلاغة): العدد والمعدود التشبيه" الكتابة الإبداعية: النص التفسيري النص السردى	محادثة: حيوانات مهددة بالانقراض. اللغة (النحو والبلاغة): ضمائر النصب المتصلة. الأساليب الإنشائية الحال المفعول له" الكتابة الإبداعية: مقارنة بين أمثال الشعوب (نص تفسيري	

Term 2
Content

ARABIC A *continued*

Term 3A	Term 3B	نواتج التّعلم
الموضوعات: "مهاره القراءة" النص الأدبي (رسالة إلى أبي) ماذا تعرف عن الصحراء؟ الموضوعات: "مهاره التّحدث والاستماع" استماع: الغزال محادثة: حيوانات الصحراء اللغة (النحو والبلاغة): أحوال العدد مع المعدود الأغراض البلاغية للأسلوب الخبري والإنشائي. الأغراض البلاغية للأسلوب الخبري إعراب المثنى وجمع المذكر السالم والأسماء الخمسة (تعزيز) الكتابة الإبداعية: النص الإقناعي نصًا سرديًا.	الموضوعات: "مهاره القراءة" -الفصل الأول من رواية أحلام ليبل السعيدة. الفصل الثاني من رواية أحلام ليبل السعيدة. الفصل الثالث من رواية أحلام ليبل السعيدة. الفصل الرابع من رواية أحلام ليبل السعيدة. الموضوعات: "مهاره التّحدث والاستماع" استماع: السراب محادثة: ما المكان الأفضل للحيوانات ؟ الأقفاص أم الطبيعة؟ اللغة (النحو والبلاغة): ضمائر النصب المتصلة. التشبيه التام المبني للمجهول تعزيز المفعول له الكتابة الإبداعية: نصًا سرديًا. نص إقناعي.	يبين المعنى الإجمالي للنص، موضحًا الفكر الرئيسة والجزئية والتفاصيل. يفسر المتعلم كلمات النص الشعري، مستنتجًا الدلالات التعبيرية (الإيحائية والمجازية) فيه. يحدد المتعلم الخصائص الفنية التي تميز الرواية من القصة القصيرة والمسرحية وفن السيرة، موضحًا ما يميز به كل نوع. -يحلل المتعلم الرواية إلى عناصرها، مبيّنًا كيف رتب المؤلف أحداثها مثل: (استخدام الحبكة المتوازنة، والتلاعب في الزمن وزيادة سرعة الأحداث.....) -يفسر المتعلم الكلمات مستعينًا بسياقها ومرادفاتها وأضدادها ومحيطها اللغوي. -يحدد المتعلم الفكر الرئيسة للنص بعد تحليله المعلومات الصريحة والضمنية، مستشهدًا بمصادر متعددة من الأدلة التي تدعم تحليله، مثل (إحصاءات وأرقام، ومواقف). -يحدد المتعلم الخصائص الفنية التي تميز الرواية من القصة القصيرة والمسرحية وفن السيرة، موضحًا ما يميز به كل نوع. يحلل المتعلم النص لتحديد وجهة نظر المؤلف، وكيف يميز المؤلف وجهة نظره من وجهة نظر الشخصيات من خلال ردود فعلها على الحدث نفسه. يبين المعنى الإجمالي للنص الشعري، موضحًا الفكر الرئيسة والجزئية فيه. - يفسر المتعلم كلمات النص الشعري، مستنتجًا الدلالات التعبيرية (الإيحائية) فيه. - يعلل المتعلم استخدام اللغة المجازية والمعاني الدلالية للكلمات والعبارات المستخدمة في النص الأدبي، واصفًا كيف تؤثر هذه اللغة على النص. يقارن بين نصين أدبيين (قديم وحديث) يشتركان في موضوع واحد من 2.1.2.2G7 حيث اللغة والأسلوب. -يستوعب المادة المسموعة قصة واقعية أو خيالية، أو مقال ويقوم مصداقية الشخصيات، والحجج، وتنظيم الفكر أو الأحداث، والأسلوب من خلال أحكام مدعومة بأدلة مقنعة. -يقدم عرضًا شفويًا إقناعيًا عن ظاهرة أو مشكلة يعرض فيها الأسباب والنتائج، مقترحًا حلًا أو أكثر. يتعرف المتعلم أحوال العدد مع المعدود من 1-10 مراعيًا أحوالهما في 2.2.2.6G7 التوظيف. يتعرف التشبيه التام ويتجّه في جمل من إنشائه. يتعرف المتعلم الفعل المبني للمجهول والمبني للمعلوم يوظفه في كتاباته. يتعرف المتعلم المفعول له، ويوظفه في كتاباته يكتب المتعلم نصوصًا سردية تتضمن حبكة، وإطارًا زمنيًا ومكانيًا، 1.4.2.4G6 مختارًا وجهة نظر مناسبة للقصة، مضمنا نصه تفاصيل حسية باستخدام تقنيات (الحوار والسرد والوصف) - يكتب المتعلم نصوصًا تفسيرية (إيضاحية) (وصف، شرح، مقارنة ومقابلة، ومشكلة وحل؛ ليعرض وجهة نظره في القضية التي تناولها مقدمًا أدلة مقنعة. - يكتب المتعلم استجابات، وتفاعلات شخصية مع النصوص الأدبية التي يقرأها، مظهرًا في قراءته تفسيرًا وتأملاً في أبعاد النص منظمًا تفسيره عن أفكار محددة، أو شخصية، أو سؤال أو إشكالية. -يكتب نصوصًا إقناعية، يقدم وجهة نظره في قضية بالأدلة والأمثلة من مصادر مختلفة: الكتب، الخبرة الشخصية، تجارب الآخرين.
Assessment	سيتم تقييم الطلبة مرتين في كل فصل دراسي، حيث يجري الطلبة اختبارات قصيرة في منتصف الفصل الدراسي، و في نهاية كل فصل دراسي سيجري الطلبة اختبار يقيس مستوى الطلبة في المهارات اللغوية الأربع.	



ARABIC B

In Year 8, Arabic B updated curriculum aims to cover different levels to meet the student's needs, in this Year/ Level; the curriculum focusses on emotional and social cases, or global cases, students will learn and apply their learning developing their language skills (reading, writing, listening, speaking) through literature, observations, and collaborative discussions. They will learn new vocabulary and build strong base in asking and answering questions about key details in texts and reading aloud. Students will present learnt information orally or through other media. In addition, students learned how to write different types of texts applying new grammar concepts.

COURSE OVERVIEW

	Term 1		Term 2		Term 3	
	Term 1A	Term 1B	Term 2A	Term 2B	Term 3A	Term 3B
Content	<p>Unit: Tolerance and Coexistence</p> <ul style="list-style-type: none"> no bullying tolerance my strange friend <p>Grammar:</p> <ul style="list-style-type: none"> صيغ المبالغة (التفضيل - صيغ المبالغة - التعجب) <p>Writing Skills:</p> <ul style="list-style-type: none"> Students will write about the reasons and the impact of bullying, also they will create posters for no bullying signs to distribute it inside school and out. Students will write about the value of tolerance in our life and how it reflects in the society. Students will write about coexistence in UAE, how it make all of us living in great community. 	<p>Unit: Emotion</p> <ul style="list-style-type: none"> happiness anger the hunger <p>Grammar:</p> <ul style="list-style-type: none"> exclamation style pronouns connection present, past, future tenses negative <p>Writing Skills:</p> <ul style="list-style-type: none"> Rewrite a biography of someone. Writing a text about how we can make people around us happy. Write a paragraph about what I feel about myself if I am an optimistic person or pessimistic and why? Write a recipe about a plate or a dish you like. Write a text, how parents react toward their kid's behavior and how they deal with their anger. 	<p>Unit: The Environment</p> <ul style="list-style-type: none"> forest environment protection <p>Grammar:</p> <ul style="list-style-type: none"> لحملة الاسمىة الفعل. والفعلية الماضى أدوات الربط (لأن - ن - كذلك - بينما) <p>Writing Skills:</p> <ul style="list-style-type: none"> Write a paragraph describing the importance of forests Causes of pollution and how to protect the environment. 	<p>Unit: Environment and Technology</p> <ul style="list-style-type: none"> power resources Emirates Mars mission <p>Grammar:</p> <ul style="list-style-type: none"> present, past, future tense singular, dual, plural exclamation style <p>Writing Skills:</p> <ul style="list-style-type: none"> Students will write about using technology to safe our environment. Students will write about Emirates Mars mission. 	<p>Unit: Proud of my country</p> <ul style="list-style-type: none"> roles models in my life Volunteering <p>Grammar:</p> <ul style="list-style-type: none"> the connected pronouns (الضمائر المتصلة) <p>Writing Skills:</p> <ul style="list-style-type: none"> Write a paragraph about his role model Comparison between good and bad role model Write about a real experience in volunteering, and the impact of that on the student and on the society. 	<p>Unit: Advertising and Economics</p> <ul style="list-style-type: none"> advertising food and drinks clothing <p>Grammar:</p> <ul style="list-style-type: none"> أسلوب التفي أدوات الاستفهام أدوات الاستفهام <p>Writing Skills:</p> <ul style="list-style-type: none"> Designing a specific ad in a way that leads people to read and pay attention to it. Writing a topic about diet for health. Compare clothes in your country and in the Emirates Describe the appropriate work clothes from your point of view, explaining the reason for your selection.
Assessment	The students will be assessed at the end of each unit and will have an end of term Assessment.					



GEOGRAPHY & HISTORY

The Humanities subjects of Geography and History will be taught for 2 lessons per week for half a year. Students who took Geography for the first half of the year will move to History for the second half of the year and students who took History for the first half of the year will move to Geography for the second half of the year.

Below outlines what students will be covering throughout the year in both subjects.

GEOGRAPHY

In Year, students will study an array of topics within Physical, Human and Environmental Geography. A wide range of skills will be applied in delivering the curriculum and different pedagogical styles will be applied to allow all students to access the curriculum. Aims of the curriculum are to develop students' knowledge and understanding about the planet we all live on; to provide students with the skills to illustrate, research and refine their understanding; to ensure that students are given a grounded understanding of key geographical concepts; and to enable students to reach conclusions and begin to question the world around them.

HISTORY

In Year 8, students will study the Tudor period in England and the impacts it had on the Church and State. Students will assess how religion changed over time by utilising the key historical skills of change and continuity. Students will then move on to studying Elizabethan England and developing their source analysis skills by comparing primary and secondary sources on Elizabeth I. Students will finish the year by studying the British Empire and its impacts on different countries within the Empire. This will ensure that students understand the consequences of empires and how they have impacted the world we live in today.

Useful Websites:

- BBC Bitesize: <https://www.bbc.co.uk/bitesize>
- National Geographic: <https://www.nationalgeographic.com/>
- Geographical Association: <https://geography.org.uk/>
- School History: <https://schoolhistory.co.uk/>
- Simple History: <https://www.youtube.com/@Simplehistory>



GEOGRAPHY & HISTORY *continued*

COURSE OVERVIEW

	Geography	History
Content	<p>Topic: Weather</p> <ul style="list-style-type: none"> • What is weather • How we measure weather • Rainfall • Air pressure • World climate zone • Factors that affect climate • Weather hazards – Tropical Storms • Hurricane Katrina Case Study <p>Topic: Resources</p> <ul style="list-style-type: none"> • What are resources? • Water and water insecurity • Sustainable solutions to water insecurity • Food production and food insecurity • Sustainable solutions to food insecurity • Energy supply • Renewable energy • Me, Myself and natural resources <p>Topic: Extreme environments</p> <ul style="list-style-type: none"> • Depth study on rainforests. This will be an enquiry-based learning unit. Students will answer the “Big Picture” question. Each lesson students will be building on their enquiry skills to put together their answers to the big question. <p>Topic: Students will investigate the following in their enquiry:</p> <ul style="list-style-type: none"> • Structure of the rainforest • Flora and Fauna adaptations • Indigenous people of the rainforest • Destruction of the rainforest • Sustainable solutions 	<p>The Reformation:</p> <ul style="list-style-type: none"> • Henry VIII • Henry’s religious changes • Break from Rome • Consequences of the Break from Rome • Edward VI • Mary I • Elizabeth I (Middle Way) <p>Elizabethan England:</p> <ul style="list-style-type: none"> • Elizabeth I • Life in Elizabethan England • Spanish Armada (causes and consequences) <p>Empire:</p> <ul style="list-style-type: none"> • What are Empires • British Empire • Colonisation process • Impacts of colonisation • Independence • Long term consequences of colonisation
Assessment	<p>Students will have a range of assessments which are both written, presentations and project work. Students have the opportunity to work individually and as part of a team.</p>	<p>Students are assessed throughout the course with essay style questions as well as source questions which use the skills developed over the course.</p>



MODERN FOREIGN LANGUAGES (MFL)
FRENCH & SPANISH

New students who join Metropole in Year 8 can choose to study either French or Spanish. If a student has studied either French or Spanish previously, they should continue to learn the same language at Metropole School. Current Metropole students, who have already been studying French or Spanish in Year 7, will continue with their same choice of language in Year 8.

For fluent and advanced speakers of French or Spanish, students should choose to study the language that they are less proficient in to widen their linguistical skills. They will be assigned to either a French or Spanish class accordingly. Unfortunately, students are not allowed to switch between languages.

We follow the Pearson textbooks and schemes of work: Studio (French) and Viva (Spanish). In both languages, students will develop the language learning skills of listening, speaking, reading and writing by studying a broad range of topics. Similarly to Year 7, students will study a range of different topics over the year to broaden their range of vocabulary which they can then apply in different settings. Furthermore, students will continue to develop their awareness of diversity, and our curriculum intends to nurture students into true global citizens, and it's our belief that we are empowering students to become the leaders of tomorrow's world.

The subject will encourage students to independently evaluate their performance in the various course elements and it will regularly give them time to work on their identified area for improvement allowing for personalised learning and feedback. All of our lessons are taught mainly in the target language and students are also encouraged to reply in the target language.

COURSE OVERVIEW – FRENCH *(subject to change depending on work covered)*

	Term 1	Term 2	Term 3
Content	Talking about television programmes Talking about films, books and the internet Using the perfect past tense Saying what you did yesterday Saying what you did in Paris Saying when you did things Discussing tourist attractions Saying where you went and how Asking questions in the perfect tense	Talking about personalities and relationships Talking about music Agreeing and disagreeing Talking about clothes Talking about your passion Using past, present and future tenses Describing where you live and your home Talking about food and meals Discussing what food to buy Talking about an event	Talking about talent and ambition Modal verbs Encouraging or persuading someone Giving instructions Saying who is the best, the most and the least Using a range of tenses and structures
Assessment	Reading, Speaking, Listening, Writing, Grammar		



MODERN FOREIGN LANGUAGES (MFL)
FRENCH & SPANISH *continued*

COURSE OVERVIEW – SPANISH *(subject to change depending on work covered)*

	Term 1	Term 2	Term 3
Content	Talking about a past holiday Saying what you did on holiday Describing the last day on holiday Saying what your holiday was like Saying what food you like and giving opinions Describing mealtimes Ordering a meal Discussing what to buy for a party Giving an account of a party	Saying what you use your phone for Saying what type of music you like Talking about TV Saying what you did yesterday Arranging to go out Making excuses Discussing getting ready to go out Talking about clothes Talking about sporting events	Describing a holiday home Describing holiday activities Asking for directions Talking about summer camps Describing a world trip Discussing holiday destinations
Assessment	Reading, Speaking, Listening, Writing, Grammar		

Useful Websites:

- www.languagenut.com
- www.pearsonactivelearn.com
- www.languagesonline.org.uk
- www.wordreference.com
- <https://en.pons.com/translate>
- www.linguascope.com



ICT AND COMPUTING

In Year 8, students will follow a course of study that develops their technical knowledge, problem solving skills as well as digital literacy. The following curriculum will allow students to become active participants in the digital world by learning cutting edge skills such as HTML for creating web pages and App Inventor for creating apps.

COURSE OVERVIEW

	Term 1	Term 2	Term 3
Content	Tech Basics e-Safety	HTML Computer Theory	Database APP Inventor
Key Skills	Digital literacy Digital citizenship Cyberbullying awareness Critical evaluation Research	Planning Creativity Collaboration Curiosity Problem solving	Design Data entry Data analysis Programming concepts Logical thinking
Assessment	MCQ testing understanding of topic Practical activity demonstrating the use of key skills		

Useful Websites:

- <https://www.bbc.co.uk/bitesize/subjects/z8mtsbk>
- <https://www.w3schools.com/html/>
- <https://appinventor.mit.edu/>
- <https://edu.gcfglobal.org/en/topics/office2016/>



ART AND DESIGN

Our main aims at MTS in the Art Dept for KS3 are:

- To be able to creatively express ideas and experiences
- To be able to analyse and select appropriately the work of different artists and from different cultures and make connections to their own work.
- To be able to experiment with a range of media, techniques and processes relevant to intentions
- To be able to organise and develop ideas relevant to given theme and own intentions
- To be able to produce skillful final outcomes

Implementation

KS3 art starts with teaching the formal elements of Art. The art elements are line, shape, form, tone, texture, pattern, colour and composition. They are often used together, and how they are organised in a piece of art determines what the finished piece will look like. These elements are developed and built upon so that the skills and applications that students acquire become more complex and accomplished over the course of KS3. Across KS3 SOW are intended to develop students in a number of ways so they may make a smooth transition to KS4. The curriculum allows for key skills, knowledge and techniques to be revisited over the three years in a variety of ways, to build upon what has been learnt and to ensure this is embedded as far as possible for all learners.

COURSE OVERVIEW

Students in Year 8 is to build upon knowledge, understanding, skills and techniques gained throughout Year 7. Students continue to develop an appreciation of the work of artists/ designers and understand the role of artwork from a range of cultures. Through project work students experience making art in a variety of mediums that include painting, drawing and printing.

	Term 1	Term 2	Term 3
Content	<p>Graphics: Poster Project</p> <p>Students will begin year 8 with a graphics project, inspired by the iconic film posters of the artist Saul Bass.</p> <p>Students will experiment with a selection of acrylic painting, colour pencil and felt tip pen and collage techniques which will be applied to their final outcome.</p>	<p>Sweets and Treats: Drawing and Sculpture</p> <p>In Term 2, students will further explore their understanding of shape, proportion and composition through the Sweets and Treats project.</p>	<p>Insects: Collagraphs – Additive Printmaking</p> <p>Students will begin Term3 by engaging in activities which allow them to explore the textures, colours and patterns of insects.</p>



ART AND DESIGN *continued*

COURSE OVERVIEW *continued*

Content	Term 1	Term 2	Term 3
Content	<p>They will explore typography and emphasis will be placed on matching font styles to genres and presenting type in dynamic and impactful ways. Students will also explore ways to enhance their work with appropriate visuals.</p>	<p>Students will begin with a structured tonal pencil drawing to develop their understanding of composition. This learning will be enhanced through the incorporation of tonal colour pencil drawings of sweets and treats.</p> <p>Using the work of Claes Oldenburg as a starting point, students will transition from 2D shape to 3D form with their food sculpture. Using paper and mod rock, students will gain an understanding of how shapes act in real space, constructing a food of their choice ranging from novelty doughnut structures and eclairs to avocados and pies.</p> <p>This project will be refined using paint to enhance the sculptures and allow the students to gain some experience of applying paint to textured surfaces.</p>	<p>Students will then explore with the additive printmaking process of collagraphs. Using a range of media, students will create their own insect collagraph plate, using a range of found materials to recreate their favourite textures from the initial tasks in this project. Students will learn how to achieve a well saturated print outcome while gaining experience in a new process.</p> <p>Students will extend their learning and explore ways to re-work prints which were over or undersaturated, reinforcing the value of play and experimentation though while removing the pressure of producing 'perfect' work. This will be achieved by manipulating their prints with processes such as weaving, applique, reverse applique and mixed media applications.</p>
Assessment	<p>Student work will be marked at the end of every half term.</p> <p>Students should expect to use a range of peer and self-assessment in their work, group evaluations and classroom galleries critiques to support their learning.</p>	<p>Student work will be marked at the end of every half term.</p> <p>Students should expect to use a range of peer and self-assessment in their work, group evaluations and classroom galleries critiques to support their learning.</p>	<p>Student work will be marked at the end of every half term.</p> <p>Students should expect to use a range of peer and self-assessment in their work, group evaluations and classroom galleries critiques to support their learning.</p>

Useful Websites:

- <https://www.bbc.co.uk/bitesize/subjects/z6f3cdm>
- <https://www.artsy.net>
- <https://www.studentartguide.com>
- <https://www.pinterest.com>



PERFORMING ARTS

In Key Stage 3 (Years 7 – 9) students have lessons in the following three subjects: Music, Dance and Drama. Each subject is taught by a specialist teacher in that area.

Performing Arts lessons focus on practical skill sets and allow our students to embed HPL learning characteristics into their lessons.

COURSE OVERVIEW

	Music	Drama	Dance
Content	<p><u>Hooks & Riffs</u> Students learn about ostinatos, melodic, patterns and put their knowledge into practical performances.</p> <p><u>Composition Skills</u> Using a range of music technology software, students create a portfolio of compositions that represent given stimuli.</p>	<p><u>Theatre in Education</u> Looking at how drama can help develop HPL skills across other subject.</p> <p><u>Bringing a script to life</u> Using a chosen script, students work in groups to bring a script to life.</p>	<p><u>Introduction to Dance</u> Students will be introduced to key terminology and subject content (performance and choreography). Students will discover a variety of choreographers and dance styles throughout this topic, and experience this through workshop style lessons.</p> <p><u>Choreographing for a Performance</u> Students will explore the choreographic process and devices. They will use this knowledge to choreograph their own motifs (phrases of movement) in a specific style.</p> <p><i>*Students are required to wear PE kit for all dance lessons. Failure to bring kit will result in a 'uniform' standards card mark.</i></p>
Assessment	<p>Practical Performances – video or audio recording taken when appropriate Written and/or verbal feedback – to show students how to improve their work DIRT feedback lessons to for reflection.</p>		



ADDITIONAL CURRICULUM INFORMATION

EXTRA-CURRICULAR ACTIVITIES

As a school we value the importance of a healthy and active lifestyle, and here at Metropole we have in place a comprehensive extra-curricular programme with a range of enjoyable activities on offer for our students to choose from. Engagement in sport and a wide range of squads that are led by teachers, PE staff and outside sports agencies are very popular with students. Metropole is developing a reputation for competitive sport and our students participate in a range of fixtures and competitions each year.

Our sports' squads are known as the Metropole Mustangs and our motto is "Racing to success" (".السباق إلى النجاح"). Metropole competes in both national and international competitions including DASSA, GEMS Sports Series and The World School Games, with over 70 Squads across a range of sports. The major sports at Metropole are athletics, basketball, football, netball, and swimming. Metropole also competes in aquathlon, badminton, gymnastics, rounders, tennis, cross-country and water polo.

In addition to physical activities, it is also important to offer activities that stimulate our students' minds. We design our activities to spark student imagination. We inspire them to try something new and to learn about leadership and teamwork. The talents and interests we cultivate now will nourish them in the future.

Extra-curricular activities take place at lunchtime and after the school day, and offerings are updated every term. They may also be invited to intervention sessions during this time to support their academics, help students achieve their target grades or push them to achieve what they didn't believe possible. Throughout the school year, students have the opportunity to compete in national and international competitions as part of our provision.

We are very excited about our growing number of extra curricular activities on offer, which we will continue to grow and develop.

MSC (Moral, Social & Cultural Studies)

Moral, Social and Cultural (MSC) education at Metropole is delivered weekly in a dedicated lesson, and is also integrated into all specific subject areas; assemblies, trips, projects and house competitions.

The ultimate outcome of MSC is to create a generation of citizens who:

- Build character traits that include resilience, perseverance, work ethic, critical thinking and discipline.
- Prepare students with the skills they need for adult life. Skills include financial literacy, awareness of addiction, mental and physical well-being and digital literacy.
- Teach students the practical and ethical values that are represented in the ethos of the course, which includes tolerance, honesty, dignity, respect, and humility.
- Encourage and enable students to become engaged members of their community.
- Teach students about culture, both of the UAE and of the wider world, and enable them to value the wealth of culture available across the world.
- Emphasise diversity in its social and cultural components.
- Deliver international content.
- Challenge and inspire students.
- Reinforce UAE vision Key concepts for Sustainable development.



ADDITIONAL CURRICULUM INFORMATION *continued*

LEARNING TO LEAD

Students that do not study Islamic Studies will follow a 'Learning to Lead' programme at the same time our Muslim students attend their Islamic Studies lessons. This creative curriculum focuses on allowing students to consolidate their learning as well as providing opportunities that encourage them to engage in more cross-curricular ways. Students will undertake project-based learning to gain further accreditations and complete leadership qualifications to develop their skills for the future.

In these lessons, students will be working on a combination of different activities that support learning across their subjects:

- 1. Project based cross-curricular work** - students will be involved in projects that encourage creativity, innovation and collaboration in the classroom. Many of these projects will be linked to MTS Talks, research projects, essay writing skills, presentation skills and many more.
- 2. Team-building activities** – students will participate in group activities exploring the context of different countries and have the opportunity to enter different competitions, local and international. The activities aim to develop confidence, personal development, communication and problem solving. Students will build leadership and character skills and feel empowered to serve their communities.
- 3. External accreditations** - students will be able to access external accreditations, such as Open University qualifications. These qualifications cover a broad range of areas of interest to the students. Please note that these courses are not mandatory and may come at an additional cost to parents/guardians should students wish to take them.

All resources and information covered during the 'Learning to Lead' programme will be uploaded to Phoenix Classroom in order for our students who attend Islamic Studies to access in their own time, if they wish. They can also enter the qualifications and receive guidance from teachers.



Honsho Rd. Motor City, Dubai, United Arab Emirates



+971 4 550 7200



registrar_mts@gemsedu.com



gemsmetropoleschool-dubai.com